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ABSTRACT

Engaged communication disciplines put the professional development of future faculty at the center of their mission. The communication discipline values effective and competent interaction within varying contexts, including interpersonal, organizations, public and mass communication, as well as performance studies. Its practitioners therefore affirm the following principles--they: encourage future faculty to adhere to the highest levels of ethical and professional standards and practice; respect differences in students' backgrounds and learning styles and strive to practice inclusiveness in the scholarship and teaching of the discipline; promote sentiments and teach competencies needed to embrace opportunities in diversity; prepare doctoral students for rewarding professional and civic lives within and beyond the academy; facilitate conversations between those institutions that hire PhDs and those that produce communication PhDs to improve education; and embrace the use of instructional technology in the achievement of educational goals. Besides discussing those guiding principles, this paper outlines (and answers) 10 questions which were posed to presenters engaged in programs to prepare future communication faculty. Contains a 6-item bibliography. Also contains these three papers: "Thirteen Things Professors Can Do to Promote the Success of Minority Students in 'Majority' Classroom Environments" (Cecelia Hayes); "Native American Resources" (Mary Meares); and "Diversity in the Classroom" (Melbourne S. Cummings). (NKA)

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NCA 2001 SUMMER CONFERENCE

"Engaging 21st Century Communication Students"

Preparing Future Communication Faculty

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Frequently Asked Questions

The following questions were asked of the presenters of this strand and answered as follows:

I) What are Preparing Future Communication Faculty (PFCF) programs doing that is different from other PFF programs?
Answer: Incorporating a communication component in the training of all doctoral students from all disciplines, developing courses in communication and diversity to be offered to PFCF students. They are assisting other institutions, for example liberal arts colleges and community colleges, in introducing a communication component in their undergraduate curricula. Northwestern University's faculty from Communication Studies served as consultants to faculty and administrators at Lake Forest College to develop communication courses for their students. PFCF doctoral students in Communication have worked with their faculty mentors in cluster institutions to shape the communication curriculum. Communications faculty have also designed courses in diversity that take advantage of the expertise of students and faculty from institutions of all types. These courses are designed for undergraduates. Doctoral students in the Communication disciplines at institutions with PFF programs are encouraged to offer presentations about their disciplinary work with other students in doctoral programs with PFCF components nationally.

People interested in seeing the offerings of PFCF programs are encouraged to visit the web-sites (listed in the Essential Facts section, below) for Northwestern University, Howard University, the University of Kentucky, the University of New Mexico, the University of Nebraska-Lincoln, and the University of Texas at Austin.

2) How can a department or institution get involved in PFF?

Answer: Read the "Building Your Own Preparing Future Faculty Program in Communication Studies," a planning guide prepared by the Preparing Future Faculty program, sponsored by the Council of Graduate Schools and the Association of American Colleges and Universities with support of the National Science Foundation and the Pew Charitable Trusts. Visit the PFF web site http://www.preparing-faculty.org/ or write pff@aacu.nw.dc.us. This guide was distributed to all the regional conferences of the National Communication Association. For particulars about the PFCF programs, consult the contact people cited in this document.

3) How can we get involved in PFCF and PFF programs if our institutions are not one of the 15 research institutions that received support from the American Association of Colleges and Universities, nor one of the institutions funded by grants from NCA? How can we be involved and share information?

Answer: Establish a colloquium on your campus, or a series of brown bag luncheons, or use other forums and chat rooms to talk about professional socialization and issues that minority students face in academia. All our programs have found these kinds of events invaluable. They enable doctoral students from all disciplines to share their common professional concerns and interests. If the institution has a institution-wide teaching/learning resources center, that center might be willing to sponsor or co-sponsor such sessions. Students and faculty are also encouraged to join NCA and participate in sessions nationally and regionally related to PFF and PFCF.

4) How will PFF or PFCF help students during the job-seeking process?

Answer: Information provided in general PFF programs is invaluable to students seeking jobs in the academy and outside of it. In particular, the programs help students develop a teaching portfolio, develop a course syllabus, develop a statement of teaching philosophy, prepare for a job interview, and learn about the different missions of different kinds of institutions of higher education. Students and faculty consistently report that students who have taken advantage of these PFF and PFCF programs have a competitive edge in the academic marketplace. Students from these programs are savvy about the institutional culture of the academy, they are skilled communicators, and they have become acquainted with the customs and practices of higher education communities. All these factors make them highly desirable candidates to prospective academic employers.

5) How much time should students assume they must devote to these programs?

Answer: Time commitment varies. All of us are highly sensitive to the time constraints doctoral students experience. The programs are designed to be efficient, not to delay time-to-degree, and to give students invaluable experiences with their mentors, letting them get a sense of what it is like to be a faculty member. Programs are flexible. See the web-pages for PFF and PFCF programs to see how the programs are structured. Typically, the program extends over the course of the year; takes the students to different institutional sites at least four times a year; gives the students the advantages of a faculty mentor from beyond their own research institution, and gives the students opportunities to involve themselves, as time permits, in colloquia, brown bag lunches, lecture series and instructional programs in order to better prepare them for their future professional lives.

6) What are student responses or levels of satisfaction with PFCF and PFF programs?

Answer: The programs are consistently rated very highly by the doctoral students involved. Students want these kinds of programs. Various assessment measures

instituted by the institutions involved in the programs and by the national associations that sponsor the programs all attest to the strength of these programs.

7) How do these programs address the issues of diversity?

Answer: There is much greater diversity in the student body involved in these programs than exists in the total student body of the institutions involved. These programs are very conducive to advancing multiculturalism and diversity in higher education. Because the programs draw on faculty from different institutional types, students in largely homogenous research universities are able to take advantage of the more diverse faculty at other kinds of institutions. They have much broader exposure to African Americans, Hispanic students, and Native Americans then they typically have in their home institution. Administrators and faculty involved in these programs see them as very helpful in the recruitment of minority students and faculty"

The programs focus on how to get beyond our own ethnocentric boundaries/limits. They ask "how can we teach inclusion and openness?" Howard University, Northwestern University, and the University of New Mexico prepared hand-outs that were shared at this conference addressing "best practices" in the instruction of diversity. (See materials included in the "Other Resources" section.)

8) What kinds of subjects are addressed in these programs?

Answer: The programs cover issues of teaching and research in academe and expose students to different pedagogical issues related to research and writing. The programs also teach doctoral students about the academic profession, its customs and practices. Case study approaches are used to teach students about academic freedom and tenure, governance, ethical issues in higher education, collective bargaining, university service, and the personal gratifications that come from pursuing a career in higher education.

9) Question: To what extent should graduate education in general and communication programs in particular move away from the top-down and auxiliary service philosophy embedded in the language and substance of "Preparing Future Faculty"? Shouldn't we instead promote a vision in which students own their own education, discover their professional identity and discern the enormous value of their disciplinary expertise--as well as the numerous venues in which that expertise may be utilized?

Answer: The Graduate School "Intellectual Entrepreneurship" Program (IE) at the University of Texas is an example of how graduate education and professional development might move beyond the substance and language of "Preparing Future Faculty." Through 16 graduate-level, cross-disciplinary courses and internships

(addressing topics such as writing, pedagogy, communication, ethics, consulting, technology and entrepreneurship), eight doctoral and master's portfolio programs, multi-institutional "synergy groups" and a variety of workshops, the IE Program aims to produce "citizen-scholars." Information is available at http://www.utexas.edu/ogs/development.html.

10) Are these programs interactive and proactive? Do they "empower" students to be agents of social change?

Answer: The programs offer collaborative and interactive learning experiences. Doctoral students define the issues they wish to address; they create forums in which social and educational issues can be discussed. They have worked on policy statements to advance some of their goals. They make presentations are disciplinary conferences, enabling them to share their learning.

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Essential Facts

Information is available at the following web-sites:

Northwestern University: http://www.northwestern.edu/graduate/PFF/pff.html

Howard University: http://www.founders.howard.edu/gsas/pff/ or

http://www.preparing-faculty.org/PFFWeb.History.Howard.htm

University of New Mexico: http://www.unm.edu/~cjpff/

University of Texas-Austin: http://www.utexas.edu/ogs/development.html

University of Kentucky: http://www.uky.edu/TLC/grad_students/pff.html

University of Nebraska-Lincoln: http://www.unl.edu/gradstud/PFF/pffmain.htm

See also:

Moreale, Sherry, "The Preparing Future Faculty Program: What's In It for Communication Studies." *Spectra*. April, 2001.

Guiding Principles

The following Guiding Principles for this topic were developed at the summer conference. They represent recommendations of the conferees and planners for this strand topic. They describe the ways in which the communication disciplines are featured in Preparing Future Communication Faculty programs and they assist educators in developing programs designed to equip doctoral students for professional careers.

Engaged communication disciplines put the professional development of future faculty at the center of their mission. In so doing, they affirm and promote the goals of national *Preparing Future Faculty* programs that are: 1) Expose doctoral students to different types of academic institutions; 2) Incorporate formal mentoring by faculty members from the research university and the partner institutions into the program; 3) Promote and strive for diversity among students; 4) Integrate professional development into the curriculum; and 5) Seek to prepare graduate students for governance and service in academia.

We recognize that the communication discipline values effective and competent interaction within varying contexts, including interpersonal, organizations, public and mass communication as well as performance studies. We therefore affirm the following principles:

- We encourage future faculty to adhere to the highest levels of ethical and professional standards and practice.
- We respect differences in both students' backgrounds and learning styles and strive to practice inclusiveness in the scholarship and teaching of the discipline.
- We promote sentiments and teach competencies needed to embrace opportunities in diversity.
- We prepare doctoral students for rewarding professional and civic lives within and beyond the academy.
- We facilitate conversations between those institutions that hire PhDs and those that produce communication PhDs in order to improve education.
- We embrace the use of instructional technology in the achievement of our educational goals.

References

Three documents are included here:

- **"Thirteen Things Professors Can Do to Promote the Success of Minority Students in 'Majority' Classroom Environments," prepared by Cecelia Hayes, Northwestern University.**
- **"Native American Resources," prepared by Mary Meares, University of New Mexico.**
- **"Diversity in the Classroom," prepared by Melbourne S. Cummings, Howard University.**

Thirteen Things Professors Can Do to Promote the Success of Minority Students in "Majority" Classroom Environments

In the Cultural Studies Classroom...

1. **Demand active student participation in the construction of an interactive learning community.**

Early in the course, share your vision and goals for your time together with your students. Ask them what they would like to get out of the experience. Enter into a covenant of accountability with your students that there will be no passive learners in your community—then get your students to sign on by a show of hands in the classroom.

2. **Establish ground rules for respectful engagement in classroom discussion.**

   In the event of conflict, your students should know that it is not necessary for everyone to agree about the idea. However, all participants in the classroom community must "agree to disagree," *respectfully*. Make sure they understand this particular ground rule is non-negotiable.

3. **Promote, endorse, and discuss multiple perspectives and ways of viewing a particular event.**

   Remind your students that there is always more than one way to look at any situation and encourage them to listen with care and compassion to ideas that differ from their own.

4. **Acknowledge up-front to students that disagreements will occur, and then cast them positively as opportunities for students to confront their own "growing edges."**

As you encourage students to share their passionately held beliefs, be sure to remind them to open themselves to new ideas. If an idea causes discomfort or uneasiness, challenge your students to examine it more closely and find out why.

5. Affirm the power and educational value of "lived experience."

Remind your students that knowledge is not defined solely by what may be found published in books. Validate and empower them to share sources of knowledge derived from their own experiences and the experiences of members of traditionally underrepresented cultural, racial, and gender groups.

6. Employ and encourage modes of knowledge production that are non-scriptocentric as well as traditional forms of knowledge gathering.

Films, plays, oral histories, interviews, presentations, performances, web-based projects, and collaborative reports are excellent ways to encourage creative, dynamic scholarship and cultural expression from your students.

7. Acknowledge that all knowledge production may be tainted by the biases and unconscious assumptions of researchers.

Use your assignments and in-class discussions to encourage the development of critical thinking skills to uncover and critique such bias. Encourage your students to investigate alternate explanations for the socio-cultural phenomena they study.

8. Make sure your students understand the "politics of citation" –and why they matter.

Clearly articulate the cultural, institutional, and historical reasons that some scholars are"well-known" and other scholars are"little-known," then strive to include the voices of scholars/activists who might not ordinarily be heard in your course design.

9. Encourage collaborative interaction and discussion across "invisible borders" in your classroom.

Affirm to your students that they can (and should) learn as much from each other as they do from you. Encourage students with diverse perspectives to share and exchange their knowledge in candid-yet-respectful dialogue.

10. In classroom discussions, mediate, moderate, and facilitate, but be ready to firmly and emphatically interrupt prejudice, ignorance and misinformation when it occurs.

Flexibility and openness are very desirable qualities in a cultural studies classroom, but disruptive, destructive, insensitive, or hateful behavior/attitudes/words should *never* be tolerated.

11. **Do what you can to insure a diverse representation of students in your classroom.**

Develop working relationships with campus offices that oversee multicultural student affairs, minority student affairs, gender studies & queer studies to spread the word about your courses. Positive word-of-mouth on the student "grapevine" is also a powerful endorsement. Any effort you make to have a truly representative mix of students from different ethnic backgrounds, races, cultural orientations will reap rich dividends. Ask your students to help.

12. **Be willing to say: "I don't know, but let's find out."**

In a classroom that is truly functioning as a community of learners, one of the most respected things a professor can do is to acknowledge that he/she doesn't have all the answers. Learning from and with students is what helps a professor stay connected to the energies of change.

13. **Model the change you want to see.**

Investigate opportunities to team-teach or form teaching collaborations with other professors whose expertise differs from, but compliments your own. You can hardly talk to your students about the joys of collaboration credibly unless you have done it yourself.

** **The great majority of these points come from my own experiences in the classroom, as both instructor and learner but I have also been particularly influenced by writings on pedagogy and process by bell hooks, Augusto Boal, Paulo Freire, Henry Giroux, and Cary Nelson.**

Working Draft—submitted by:

Cecelia Hayes

Department of Performance Studies

Northwestern University

Preparing Future Faculty Program

Cluster Institutions:

Lake Forest College

Northeastern Illinois University

Oakton Community College

Chicago State University

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Freire, Paulo. Pedagogy of the Oppressed. Trans. Myra Bergman Ramos. New York: Continuum Publishing Group 1995

Giroux, Henry. Disturbing Pleasures: Learning Popular Culture. New York: Routledge Press

hooks, bell. Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge Press 1994.

Nelson, Cary. Manifesto of a Tenured Radical. New York: New York University Press 1997.

Native American Resources

Sources of information about Native American issues:

- **Native American Calling Radio Program – www.nativecalling.org (an excellent daily hour-long call-in program with discussions of issues – archived and streaming)**
- **National Native News – www.nativenews.net (Radio news program, news posted)**
- **www.americanindian.net**
- **Americans for Indian Opportunity, Inc. – indiannet.Indian.com/aio.html**

- **Indian Country Today (newspaper) – www.indiancountry.com**
- **www.nativeweb.org - Many resources**
- **News from Indian Country – www.indiancountrynews.com**

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Bolls, P. D., Tan, A., & Austin, E. (1997). An exploratory comparison of Native American and Caucasian students' attitudes toward teacher communicative behavior and toward school. Communication Education, 46 (3), 198-202.

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Garrod, A. and Larimore, C. (Eds.) (1997). First person, first peoples: Native American college graduates tell their life stories. Ithaca, NY: Cornell University.

Riley, P. (Ed.) (1993). Growing up Native American. New York: Avon.

Swisher, K. (1994). American Indian learning styles survey: An assessment of teachers' knowledge. The Journal of Educational Issues of Language Minority Students, 13, 59-77

Suina, J. (1985). And then I went to school. New Mexico Journal of Reading, V (2).

Encourage Future Faculty Members to:

- **Become aware of cultural differences, value differences and how they influence interaction in the classroom and outside.**
- **Recognize that students participate in class in many different ways.**
- **Discuss immediacy as a cultural concept, and recognize differences in nonverbal norms in different cultures.**
- **Encourage future faculty members to be aware of their own preconceived notions and assumptions about students from other cultural groups.**

- Listen to people's stories and voices.

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Diversity in the Classroom

1. You are teaching a lower division classroom that is somewhat large and difficult to monitor. One of the students in the class comes to you right before the first test and tells you that she has a "learning disorder" and would like to take the exam a week later in order to have more time to read the materials. She also requests that you let her take the exam in your office, separately from other students, and give her an extra hour for the exam. She says that this will help her reduce the distractions that interfere with her processing information. Under what circumstances are you obligated to accommodate the student? What is "fair" to the other students? What resources should look for on campus? When should you have begun this process?
2. Two students approach you about changing the deadline for an assignment. The first student tells you that she is due to deliver her baby within a one-week interval of the assignment due date. The other student tells you that he is a member of Big XII Black Student Conference and that he is obligated to present a speech around that time, and he will be unable to work on the materials in time for the deadline. How and under what conditions do you negotiate with these students? How do you make this fair to other students? How do you make this fair to other students who might have similar issues to balance, but have not approached you?
3. A student whose name suggests that he is of Hispanic/Latino descent is disruptive in class. He does not read the class assignments, as far as you can assess, and insists on taking up a good deal of time talking about his own experiences and responses to the topics at hand. The students in the class

seem to defer to him because of his ethnic status. You are frustrated with his late assignments and general rudeness in the classroom and have asked him to meet with you during your office hours. At that meeting , you become uncomfortable with his intense resistance to you, which seems quite personal and almost dangerous. He insists that he has to pass this course. How should you handle this? Where do you go and what "evidence" do you use to address your concerns?

4. You are teaching a course that has little to do with diversity issues per se, but you have attempted to bring in some speakers and materials that demonstrate the range of scholars in the area, including women and people of color. One of your students comes to you during office hours and tells you that he is offended because the only race/ethnicity represented has been African American. He is bi-racial, and wants you to expand the materials to include Asians and Latinos. You feel like you have worked really hard to bring in some diversity and that you cannot represent every ethnicity, or you will lose important instruction time. What do you tell him? What do you do?

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Professor and Chair

Department of
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Howard University

See also the following articles as useful sources to contextualize the PFF and PFCF programs:
Nyquist, Jody. "Re-envisioning the Ph.D.: What Concerns Do We Have?" (http://www.depts.washington.edu/envision)
Golde, Chris M. and Dore, Timothy M. "At Cross Purposes: What the experiences of today's doctoral students reveal about doctoral education." (http://www.phd-survey.org)

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The following were selected as essential reading and resources for anyone interested in engaging in the praxis of Preparing Future Communication Faculty

Golde, C.M. and Dore, T. M. ***At Cross Purposes: What the Experiences of Today's Graduate Students Reveal about Doctoral Education.*** **The Pew Charitable Trusts, Philadelphia, 2001. A qualitative analysis of doctoral student perceptions of their programs. It does not survey communication disciplines per se, but it sheds important light on doctoral students' assessment of their doctoral education.**

Gaff, Jerry G.; Pruitt-Logan, Anne S.; Weibl, Richard A., and Participants in the Preparing Future Faculty Program ***Building the Faculty We Need: Colleges and Universities Working Together.*** **Washington, DC: Association of American Colleges and Universities. 2000.**

Lovitts, B. E. and Nelson, C., "The Hidden Crisis in Graduate Education: Attrition from Ph.D. Programs." ***Academe.*** **American Association of University Professors. Washington, D.C. January 29, 2001. Insightful essay.**

Morreale, Sherry, "The Preparing Future Faculty Program: What's In It for Communication Studies." ***Spectra.*** **April, 2001.**

Nerad, M. and Cerney, J., "Improving Doctoral Education: Recommendations from the Ph.D.'s Ten Years Later Study." ***The Communicator,*** **vol. XXXIII, no. 2. The Council of Graduate Schools, Washington, D.C., March 2000. Benchmark study, worthy of being read by those interested in doctoral education and its reform.**

Nyquist, J.D., "Re-Envisioning the PhD Website at the University of Washington." Rich qualitative study, charting suggested directions for reform of higher education and the doctoral degree.

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